A Better Argument: Aristotelian Persuasive Rhetoric in Any Classroom

Marynn Dause and Beth Dibble















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<u>p://tinyurl.com/persuasiverhet</u>

Think, Pair, Share:

How do you currently teach persuasive writing, and what difficulties do you encounter?

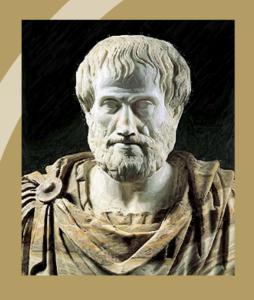
Why Use the Methods of Aristotle?

- Make writing functional beyond the classroom.
- Help students express themselves authentically.
- Provides a flexible format for critical thinking.





The Lesson



• Introduce

• Background

- Argue/Make your point
 - Evidence



• Counter/Rebuttal

• Conclude/Bring it home

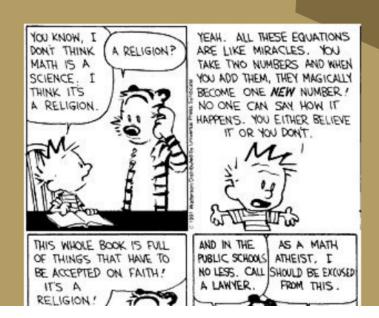


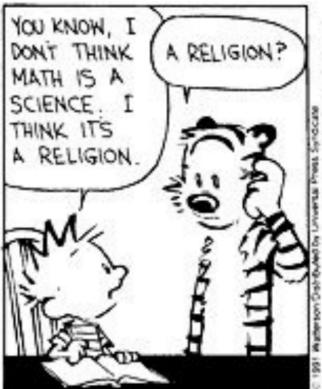
"Make the audience well-dispand ill-disposed to our oppor

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"Make the audience well-disposed towards ourselves and ill-disposed to our opponent."

What one part of Aristotle's rhetoric
 Prezi does Calvin leave out?

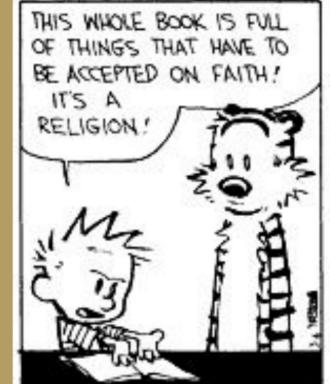




YEAH. ALL THESE EQUATIONS
ARE LIKE MIRACLES. YOU
TAKE TWO NUMBERS AND WHEN
YOU ADD THEM, THEY MAGICALLY
BECOME ONE NEW NUMBER!
NO ONE CAN SAY HOW IT
HAPPENS. YOU EITHER BELIEVE
IT OR YOU DON'T.







AND IN THE AS A MATH
PUBLIC SCHOOLS ATHEIST, I
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A LAWYER. PROM THIS.

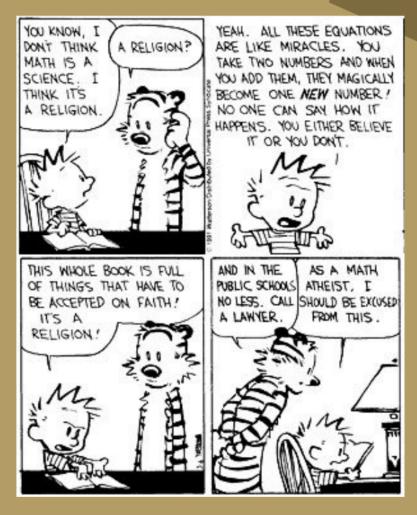






"Make the audience well-disposed towards ourselves and ill-disposed to our opponent."

- What one part of Aristotle's rhetoric does Calvin leave out?
- Why is Calvin reasonably successful in his conclusion?





The Thesis Statement

Writing a Persuasive Thesis Statement

Mix and match options from the columns below.

1. Specific Topic	2. Debatable Phrase	3. Significance for Audience
Exactly who?	does / does not	, proving that
What event?	should / should not	, resulting in
Which idea?	highlights	, reminding us
How many things?	ignores	, demonstrating
What are you talking about, exactly?	Choose any verb you like. This phrase is your point in a nutshell.	Bring it home to your audience. Why should they care about what you say?

"Pro" Example: A longer school year does guarantee more learning opportunities, resulting in increased student success.

"Con" Example: A longer school year does not guarantee that students will be more productive in class, reminding us that young people need what they learn to be meaningful in order to succeed.

We need a silly topic. Any takers?

Original by Fay Salacar, edits by Marynn Dass



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Ways to Implement This in Your Class

- In-class writings (< 5 sentences Full page)
- Online class blog posts
- Formal papers (drafts and revisions)
- Fishbowl peer edits
- Group drafts for class debate



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Real World Examples

Lou Gehrig, "Farewell to Baseball Address" July 4, 1939; Yankee Stadium



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he Speech

"Fins, for the past two weeks you have been reading about a had break I got. Yet today I consider specified huddest man on the face of the earth. I have been in ballparks for severnees years and have never nerived anything but kindness and encouragrament from you fast.

Look at these grand men. Which of you wouldn't consider it the highlight of his career to associate with here for even one day?

Sure, I'm lucky. Who wouldn't caustider it an house to have troom Jacob Ruppert—alon the builder of basebill's greatest empire. Ell Barmw—in howe spent the next usine pears with that wonderful full fellow Miller Huggins—then to hore spent the next usine years with that custrading leader, that smart student of psychology—the best reasoger in basebill today, Joe McCartny!

Size. I'm Itady. When the New York Giasts, a beam you would give your right sent to beat, and vice verse, sonds you a gift, the's something! When everybody down to the ground-keepers and those boys is white coate remember you will nepther, that's something.

When you have a wounderful rendres-in-law who takes sides with you in squabbles against her own datagater, that's sorrollning. When you have a father and mother who work all that if lows early you can have a officiation and build your body. It is a libesting When you have a wrife who has been a sowner of energial and

o I close in saying that I might have had a tough break – but I have an awful lot to live for!"

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If students can't write, how can they learn?



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When I started intering attaches in webling at a high-governy D.C. public high achieved this year. I was prepared to run into some problems. I know it was hard for an overnwebcal tracker with a class of 250 x 30 statement is engage in the kind of the control of

Still, I was docked by what I found. Even though I've generally worked with the school's higher-performing statems, I've encontented some who sens't tention with terms each on "nobject" and "web." A mother don't footwarby "Addrased Tental the book" int't a contribut entents.

But the problems go deeper than ignorance of the rules of governor, spelling and powerantine. Many students have no idea have to write a paragraph that bargs together, let alone a onlevent five-paragraph usay. They due't understand have to

These aren't just writing skills. These are thinking skills of the type the students will need to succeed in college, on the ju-

structured and adaptable. The mander of students taking college-level courses more than drabled, classorous discussions goes mere applicational and the graduation rate roce from 63 percent before the writing program began to an expected 80

I total own of the program's tacheignes with the undeas the extracting and invasability needs in particul. One contains neighbor that contains a complete makes to complete the source of the complete the source of the contains a contain of the contains a contain of the contains a contained a present of the contains a contained a present that is explicitly related to words "described" many, better to contain other than the contains a contained as the contained as

I've also seen the power of the technique to boost meding comprehension, something that's generally sexted using multiple-choice questions. But there's nothing like summarizing a text in writing to force you to really understand it.

Lut opring I frend ent that D.C. Pellic Schools (DCPS) was considering experimenting with Hochran's program, and jumped at the closers to help final the effort through a wall finally foundation for which I've trainer. This year the program in their policies in two middle schools and brough shorted. The Adultac since in qualitach after interest in the Hochran Project, but DCPS is, in its certain, the only school distinct in the country that in trying to implement it on a large scale.

There's no gaunties, of course, that the program will work here the way it this in New Yre's. It requires commitment and orthostom been teachers and administrators. And is some cases, students who have not yet mastered fine skill of writing a colorest norteen are being asked to write analytical escaye. That's lifes asking there to me a manufact while they 'we begin be lost to the program of th

But it's reach a mil-fluore than an ataliant in thos who developes to binariotic laws. Too bine than receive has



Lou Gehrig, "Farewell to Baseball Address" July 4, 1939; Yankee Stadium



It seemed as if the luminous career of Lou Gehrig would go on forever. The Yankee's first baseman and prodigious slugger was nicknamed the Iron Horse for his durability and commitment to the game. Sadly, his record for suiting up for 2,130 consecutive games came to an end when at age 36, Gehrig was stricken with the crippling disease that now bears his name. On July 4, 1939, the Yankees held a ceremony to honor their teammate and friend. They retired Gehrig's number, spoke of his greatness, and presented him with various gifts, plaques, and trophies. When Gehrig finally addressed the crowd, he did not use the opportunity to wallow in pity. Instead, he spoke of the things he was grateful for and what a lucky guy he was.

The Speech

"Fans, for the past two weeks you have been reading about a bad break I got. Yet today I consider myself the luckiest man on the face of the earth. I have been in ballparks for seventeen years and have never received anything but kindness and encouragement from you fans.

Look at these grand men. Which of you wouldn't consider it the highlight of his career to associate with them for even one day?

Sure, I'm lucky. Who wouldn't consider it an honor to have known Jacob Ruppert – also the builder of baseball's greatest empire, Ed Barrow – to have spent the next nine years with that wonderful little fellow Miller Huggins – then to have spent the next nine years with that outstanding leader, that smart student of psychology – the best manager in baseball today, Joe McCarthy!

Sure, I'm lucky. When the New York Giants, a team you would give your right arm to beat, and vice versa, sends you a gift, that's something! When everybody down to the groundskeepers and those boys in white coats remember you with trophies, that's something.

When you have a wonderful mother-in-law who takes sides with you in squabbles against her own daughter, that's something. When you have a father and mother who work all their lives so that you can have an education and build your body, it's a blessing! When you have a wife who has been a tower of strength and shown more courage than you dreamed existed, that's the finest I know.

So I close in saying that I might have had a tough break – but I have an awful lot to live for!"



If students can't write, how can they learn?



By Natalie Wexler, Published: November 1, 2013

When I started tutoring students in writing at a high-poverty D.C. public high school this year, I was prepared to run into some problems. I knew it was hard for an overworked teacher with a class of 25 or 30 students to engage in the kind of one-on-one work that teaching writing often requires. That's why I volunteered to help.

Still, I was shocked by what I found. Even though I've generally worked with the school's higher-performing students, I've encountered some who aren't familiar with terms such as "subject" and "verb." A number don't know why "Although I read the book" isn't a complete sentence.

But the problems go deeper than ignorance of the rules of grammar, spelling and punctuation. Many students have no idea how to write a paragraph that hangs together, let alone a coherent five-paragraph essay. They don't understand how to draw a connection between a claim and a piece of evidence, a basic necessity in constructing a logical argument.

These aren't just writing skills. These are thinking skills of the type the students will need to succeed in college, on the job or even just to dispute a charge on a credit card bill — and to knowledgeably exercise their right to vote.

I have no reason to believe that the level of writing at the school where I've been tutoring is worse than at any other high-poverty D.C. high school — or any other high-poverty school in the country, for that matter. Expository writing skills simply haven't been taught in many elementary schools for the past 30 years or so. Instead, what has been taught, at some schools, is self-expression: stories, poems, personal essays. That approach may get kids to embrace the idea of writing, but it doesn't teach them how to write. One of my students showed me a poem she composed that was so powerful it took my breath away, but she couldn't write a logical paragraph to save her life.

These widespread problems are about to become painfully apparent. The District and 45 states have adopted the Common Core standards, which put much more emphasis on explanatory and analytical writing skills. Beginning next year, D.C. students will be takingnew standardized tests that require them to demonstrate those skills. Scores will probably plummet.

Shortly before I started tutoring in January, I came across an article in the Atlantic magazine about a writing program that had produced dramatic effects at a low-performing high school on Staten Island. The program, devised by an educator named Judith Hochman, had students writing in history and science as well as English, using a format that was both

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Natalie Wexle

5 Comments

Eric Goldstein 11/4/2013 11:14 / This timely art

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Charter School have already si Great work still

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"Try" Colbie Caillat

Put your make up on
Get your nails done
Curl your hair
Run the extra mile
Keep it slim
So they like you. Do they like you?

Get your sexy on
Don't be shy, girl
Take it off
This is what you want, to belong
So they like you. Do you like you?

You don't have to try so hard
You don't have to give it all away
You just have to get up, get up, get up, get
up
You don't have to change a single thing

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You don't have to try, try, try, try
You don't have to try, try, try, try
You don't have to try
You don't have to try

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At the mall,
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You don't have to choose,
Buy it all
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Wait a second,
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When you're all alone, by yourself
Do you like you? Do you like you?

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You don't have to give it all away
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up
You don't have to change a single thing

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up
You don't have to change a single thing

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You don't have to try, try, try, try
You don't have to try, try, try, try
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You don't have to try

No Oh

You don't have to try so hard You don't have to give it all away You just have to get up, get up, get up You don't have to change a single thing

You don't have to try, try, try, try
You don't have to try, try, try
You don't have to try
You don't have to try

Take your make up off
Let your hair down
Take a breath
Look into the mirror, at yourself
Don't you like you?
Cause I like you



Mrs. Done

Human English 9

Dokeley ID, 201

Reasons 1 Oppose Arranged Marriages

Imagine water, speece deep, areng down the states never good naming styres practice, and being a delithat they had found a lookboal for you to warry without your opinion being a faster in the channing passess. What the trivials you largery? Your network is pushably to, without your and affected them the test of waterly and copy the family of speeding the cost of your life with surescire you may have excerned before and confidence complete and had job. I helicise that carried manipula, was wrong and obsolid to the allowed in Armelian waters, conting in their control confidence in the confidence of th

Amongol marting in the set ability arty, not likely year pretty, showes your species without you or assect or firstly in mind. This was very peptic metil the 1800s, and 1800s of others, expecting in Model. But, at Ill among martings noting in more prompt merting, year upstre is nearly shown based upon repution, vectors, weath, appearance, without price in nearly shown based upon repution, vectors, weath, appearance, without price in milly in homeoper, weath, vector, and would be the Elizabetic con, a women's family would direct advances on mental for the confirmation of the confi

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> Honors English 9 student arguing against arranged marriage

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Success!

sixth grade reading lev

My Name: Mrs. Dause Class Name: English 9 Date: October 3, 2014

What's your topic? Domino's pizza at school

Who's your audience? Mr. Conway (principal)

What do you want to persuade him/her to do? Let us have good pizza again

Okay, make your case

Domino's Pizza should be allowed to deliver large pizzas to the school for lunch again, resulting in happier students with less hunger. A lot of times, the food at school is bad. We the students don't like it. A lot of times, we just don't eat it, but that makes us really hungry and then we get mad in class later because we're hungry and tired. If we had better food that tasted good, we would eat more. Like Domino's makes pizza that tastes good, and it's got good ingredients in it, so it's pretty healthy for us too. I know some people might say Domino's is too expensive or might make us fat. I think that's not true, though. If we split up the cost of each pizza and only paid for a few slices at a time, we could probably afford it. And if we have more energy from eating a good lunch, we can play more in P.E. Wouldn't that help us not get fat? I know you care about us and want us to grow up and learn stuff. Thanks for listening to what I have to say. Please let us get good pizza back soon!



Dear Mrs. Dibble,

Tradeorated that, as a tasket, you have a obligation is accommodate all students. Moreover, it is lenguested for you we realize that is would be in the best increas of all of your students if see were solve individually, an expected in in teams. This is simply because they hinder progress, are ineffective, and decoupt the recessing competitive edge that many student exect. This can be proved strongly-studies, bisserical recoversions, format nature, and even your moderate forms of commonwealths.

Exactly read an intel-called "Why Town Dea" Wolf- that descend the fact that, while a policie tawn may accomplish things more officiently, an important one skill saids any better than an individual. Any year case, the deconventurability lacks portion teams. Occasion, towards can be effective to write case. A makey at the Decomply of Educately period that scans did need to accretis not of lacks. However, moral, it presend the theory of reductions in. This theory states that, remain for the state, along group operation more more for corn. The proceed that the most takes were the case of lack these lacks are because the state of the stat

Purthermore, it is a say to see throughout history the necessity of performing above. The humanist movement, for example, emphasized a frems on the individual and the "Renaissance Mun." Learning Dis Vinci was considered a perfect "Renaissance Min." to be was well sounded

5-Paragraph AP teacher just switching to Aristotle's rhetoric

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SUCCESS

Because you too can own this face of pure accomplishment



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